

Equip Biblical Institute

Church Planting * Team Leadership * Pastors Institute

2100 Greenfield Drive, El Cajon, CA 92019



Disciple-making Youth Ministry

Professor:

Training Center City:

Semester and Year:

Course Description

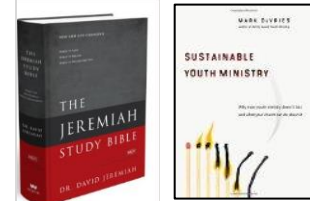
This course focuses on how to apply and teach the skills needed in youth ministry. Topics include developing spiritually healthy leaders, discovering your purposes, identifying students' commitments, characteristics of healthy youth programs, communicating important values, teaming up with parents, helping potential leaders, handling pressure, and initiating change. Students will create visual projects and applications for transformational discipleship and leadership.

Course Design

This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. *Suggestions for improving course design are appreciated.*

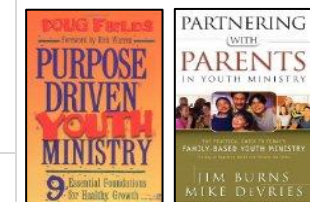
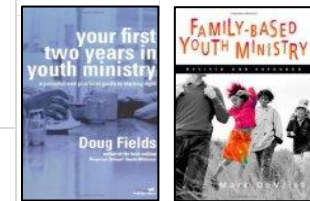
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Mark DeVries. *Sustainable Youth Ministry*. Downers Grove: IVP Books, 2008. [CBD](#) 9780830833610
3. Mark DeVries. *Family-based Youth Ministry*, 2nd ed. Downers Grove: IVP Books, 2004. [CBD](#) 9780830832439
4. *Holman Illustrated Bible Dictionary*. Edited by Charles Draper. Nashville, TN: Holman Reference, 2003. [CBD](#) or 9780805428360



Additional Books for Pastors, Leaders, and Advanced Students

5. Mark DeVries. *Partnering with Parents in Youth Ministry*. Downers Grove: Gospel Light, 2003. [CBD](#) 9780830732296
6. Doug Fields. *Your First Two Years*. Grand Rapids: Zondervan, Youth Specialties, 2002. [CBD](#) 9780310240457
7. Doug Fields. *Purpose Driven Youth Ministry*. Grand Rapids: Zondervan, 1998. [CBD](#) [9780310212539](#)



Internet Resources <http://godsnotdeadthemovie.com/>

Professors – [Click here to receive the Notes by email.](#) The intent of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and servant-leadership skills for the glory of God.

Learning Outcomes

- The student who successfully completes this course will be able to implement 2 Timothy 2:2:
1. Apply and train others to develop into spiritually healthy leaders.
 2. Apply and train others to discover the five purposes for your youth ministry.
 3. Apply and train others to convey your purpose and lead by example.
 4. Apply and train others to identify students' commitments.
 5. Apply and train others to reach and disciple students in your community.
 6. Apply and train others to develop a family-based youth ministry.
 7. Apply and train others to equip and collaborate with parents in youth ministry.
 8. Apply and train others to apply the principles in this course to life, family, and ministry.
 9. Participate in a group or individual presentation, mini-sermon, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on a chapter in one of the textbooks.
 10. Type a 10- to 15-page term paper titled, "Applications from Disciple-making Youth Ministry for Leadership and Character Development."
 11. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.

Methods of Instruction

Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.

Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board, and as an elected governing board member of GUHSD with over 20,000 high school students.

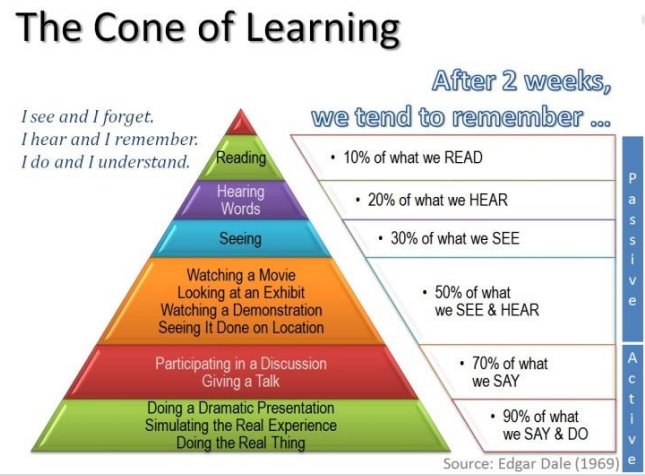


Accelerated Adult Learning Strategies

Authentic learning involves observation, interpretation, and application. The goal of *balanced instruction* is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. *Student-centered instruction* is most effective when it impacts the mind, will, and emotions.

TEAM-based Active Learning Principles

Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners, but help them learn how to find the answers.



Student Requirements

First, answer the **questions** in the **portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

Second, maintain the **journal** in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, participate in the **discussion** of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the **midterm exam**. This will assist student-leaders in developing long-term memory through multiple reviews of the core material.

Fifth, participate in an individual or **group presentation** on one of the chapters in the textbooks. The ability to make engaging presentations will multiply your influence, leadership, teaching, and preaching. Discuss applications found in that book. This presentation can be a PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

Sixth, type a 10- to 15-page **term paper** titled "Applications from Disciple-making Youth Ministry for Leadership and Character Development." The ability to write well will multiply your influence, leadership, teaching, and preaching. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

Seventh, complete the **final exam** in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

Course Objective Is Life Change

Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains; (2) to remember what they have read; (3) to sharpen their thoughts through journaling; (4) to speak effectively before others; (5) to work as learning teams of leaders; and (6) to apply what they are learning to life, family, and ministry.

Accelerated Adult Learning Techniques

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying concepts are the keys to accelerated adult learning. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these principles of champion learners, students will experience transformational growth. Welcome to the accelerated disciple-making process!

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|--|--|
| 1 | | <p>Introduction Stuck in Youth Ministry Chronic Underinvestment</p> <p>Go over this syllabus and the portfolio. Preview the study guides for the exams. Discuss Appendixes. Discuss portfolio questions and journal applications. Demonstrate how to get the most out of the textbooks. Group Activity: Watch <i>God's Not Dead</i> or create a visual summary or mind-map of one of these chapters. Review in class: Mark DeVries and http://ministryarchitects.com/category/youth-ministry/. It is imperative that professors help students improve their term papers and character through coaching, feedback, encouragement, examples, and rubrics. These are crucial learning and leadership skills. Go over the Transformational Discipleship Covenant.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Print 452 Disciple-making Youth Ministry portfolio and notes. <input type="checkbox"/> Pay the honorarium to the director. <input type="checkbox"/> Skim the textbooks and appendixes and be prepared to discuss how these books are unique as learning tools. <input type="checkbox"/> Study chapters 1-2 in <i>Sustainable Youth Ministry</i>. <input type="checkbox"/> Explore the resources in the Topical Index of the Jeremiah Study Bible or at www.jeremiahstudybible.com <input type="checkbox"/> Explore the Internet resources of the author of the textbooks at http://ministryarchitects.com/category/youth-ministry/. <input type="checkbox"/> Explore the YouTube videos of the authors: Mark DeVries, Doug Fields, The Youth Ministry Blog. <input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Read the <i>Baptist Faith and Message</i> in Resources at http://www.sbc.net. <input type="checkbox"/> Share what you are learning with your apprentice disciples |
| 2 | | <p>The Frantic Search A Systems Approach</p> <p>Welcome guests and encourage students to share what they have learned so far. Discuss Appendix B. Discuss portfolio questions and applications. Coach students on how to improve their term papers and discipleship-leadership skills in class. Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>Sustainable Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Mark DeVries to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Make or update a reach list of every unchurched person that you know. <input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend. <input type="checkbox"/> Share what you are learning with your apprentice disciples. <input type="checkbox"/> Invite friends and apprentice disciples to see how the course works. |
| 3 | | <p>Structures of Sustainability Changing Culture</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>Sustainable Youth Ministry</i>. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|--|--|
| | | <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and discipleship-leadership skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Explore YouTube videos on this topic by Mark DeVries to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 4 | | <p>Youth Ministry Search Teams Emotionally Healthy Workers</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and discipleship-leadership skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>Sustainable Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Mark DeVries to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 5 | | <p>Third-Pig Youth Workers Sustainable Leader Making Friendship Contagious</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and discipleship-leadership skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-11 in <i>Sustainable Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Mark DeVries to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 6 | | <p>Church Politics When Brilliant Plans Don't Work Seizing the Unfair Advantage Appendices</p> <p>Discuss Appendix C.</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and discipleship-leadership skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Review for the midterm exam.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 12-13 and Epilogue in <i>Sustainable Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Mark DeVries to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|--|---|
| 7 | | <p>Midterm Exam Give the midterm exam. Preview the second half of the course. Coach students on how to improve their term papers. Make corrections to the term paper in class. Discuss who would benefit from the EBI leadership development. Order textbooks for next semester. Request next semester portfolios and notes by email.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Make or update your list of next-generation leaders you can pray for, share with, and encourage or disciple. <input type="checkbox"/> Pay for textbooks for the next courses. <input type="checkbox"/> Be involved in the small group ministry of your church. |
| 8 | | <p>The Crisis in Youth Ministry The Growth of Teenage Isolation Welcome guests and encourage students to share what they have learned. Perform skit in Appendix A. Discuss portfolio questions and applications. Coach students on how to improve their term papers and discipleship-leadership skills in class. Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-2 and appendix A in <i>Family-based Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Doug Fields to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples <input type="checkbox"/> Invite your friends and apprentice disciples to see how the course works. |
| 9 | | <p>The Impact of Teenage Isolation The Power of the Nuclear Family Discuss Appendix B. Discuss portfolio questions and applications. Coach students on how to improve their term papers and discipleship-leadership skills in class. Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 and appendix B in <i>Family-based Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Doug Fields to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 10 | | <p>The Crisis in Today's Family The Power of the Extended Family Discuss Appendix C. Discuss portfolio questions and applications. Coach students on how to improve their term papers and discipleship-leadership skills in class.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 and appendix C in <i>Family-based Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Doug Fields to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|---|--|
| | | <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 11 | | <p>The Vision of Family-based Youth Ministry The Challenge and Opportunity Developmental Need for Independence</p> <p>Discuss Appendix D. Discuss portfolio questions and applications. Coach students on how to improve their term papers and discipleship-leadership skills in class. Group Activity: Create a visual summary or mind-map of one of these chapters.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-9 and appendix D in <i>Family-based Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by Doug Fields to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 12 | | <p>Youth Culture Comes to Church Thinking Theologically Implementing a Family-based Youth Ministry</p> <p>Discuss Appendix E. Discuss portfolio questions and applications. Coach students on how to improve their term papers and discipleship-leadership skills in class. Group Activity: Prepare for next week's student presentations.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 10-12 and appendix E in <i>Family-based Youth Ministry</i>. <input type="checkbox"/> Explore YouTube videos on this topic by The Youth Ministry Blog to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Invite someone on your list to come with you to small group or church. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 13 | | <p>Student Presentations and Term Papers</p> <p>Welcome guests and disciples. Coach students on how to improve their presentations. Coach students on how to improve their term papers. Group activity: Peer-review and make corrections to the term paper in class. Review for final exam.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Prepare to participate in a group or individual presentations on a chapter in the books. <input type="checkbox"/> Bring a rough draft of your term paper for peer-review and corrections. <input type="checkbox"/> Invite your friends and apprentice disciples to watch student presentations. |
| 14 | | <p>Final Exam and Course Evaluation</p> <p>Give final exam. Collect completed portfolio for review. Collect revised term paper for review.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Revise the term paper. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|--|---|
| | | <p>Students will debrief by sharing how they are using and sharing what they have learned.</p> <p>Discuss how to recruit students who would benefit from the EBI leadership training program.</p> <p>Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</p> <p>Time of fellowship.</p> | <ul style="list-style-type: none"> ❑ Share and/or email your revised term paper to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your ministry in obedience to 2 Timothy 2:2-3. ❑ Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning. |

EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this course does not imply that the opinions expressed represent the official position of EBI.

Webliography

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3. Bible http://www.bible.org/series.asp?series_id=76
4. Bible Atlas Online <http://anova.org/sev/atlas/htm/>
5. Bible Bulletin Board <http://www.biblebb.com/>
6. Bible History <http://www.bible-history.com/>
7. Bible Land Photos <http://bibleplaces.com/>
8. Bible Study Resources www.bible.org
9. Biola <http://www.go2rhcc.com/resources/OTHist/homepage.html>
10. Blue Letter Bible Timeline <http://www.blueletterbible.org/study/parallel/timeline/index.html>
11. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
12. Christian Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
13. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
14. E-sword.net Bible study tools <http://www.e-sword.net/>
15. Got Questions <http://www.gotquestions.org/>
16. Holy Land Photos <http://www.holylandphotos.org/>
17. New Testament Summary http://www.bible.org/page.asp?page_id=2076
18. Old Testament Gateway <http://www.otgateway.com/>
19. Online Bible links <http://www.onlinebible.net/links.html>
20. Apologetics 4Truth www.4truth.net
21. Church Planting Village www.churchplantingvillage.net
22. Church Starting <http://www.churchstarting.net>
23. Compass I Resources <http://www.churchplantingvillage.net>
24. Ed Stetzer <http://www.newchurches.com/>
25. Got Questions www.gotquestions.org
26. Institute of Strategic Evangelism links <http://bgc.gospelcom.net/ise/links.html>
27. Leadership Wired <http://www.injoy.com/newsletters/subscribe.asp>
28. LifeWay.com church planting articles <http://www.lifeway.com/lwc/mainpage/0,1701,M%253D50090,00.html>
29. Malphurs Group <http://www.malphursgroup.com/AboutUs/Team.html>
30. Need Him <http://www.needhim.org/>
31. New Churches <http://www.newchurches.com/>
32. North American Mission Board <http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=224374>
33. On Mission to Share Jesus <http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=224378>
34. Pastors.com subscription <http://www.pastors.com/aboutus/>
35. Pastor's Weekly Briefing <http://www.family.org/pastor/pwbeform.cfm>
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Transfer of Credits to Southern California Seminary

Attendance Policy

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *tardy*; more than 20 minutes late is an *absence*. Two tardies count as one absence. **College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions.** A grade of NC (No Credit) will be recorded when a student misses four sessions, does not complete coursework on time, or earns less than 700 points.

Class Time and Homework Policy

To transfer credits to Southern California Seminary, **each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester.** Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the week of January, May, and September. For maximum learning, **it is recommended that working students take 2 courses per semester** or 6 courses per year.


Late Work Policy

Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. The grade for work that is between 8 and 14 days late is lowered by 40%. **Work that is over 14 days late will not be accepted.** Professors are to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated each semester.

Portfolio Policy

To transfer credits from Equip Biblical Institute to Southern California Seminary, **students must present a complete portfolio of their course work.** The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer **60-66 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable. Portfolios must be completed individually—not as couples. Answers to portfolio questions are subjective, so each student must do his or her own work.

| Grade Scale | | |
|-------------|-------------|-----------|
| Grade | Percent | Points |
| A | = 95-100% | 950-1,000 |
| A- | = 90-94% | 900-949 |
| B+ | = 87-89% | 870-899 |
| B | = 84-86% | 840-869 |
| B- | = 80-83% | 800-839 |
| C+ | = 77-79% | 770-799 |
| C | = 74-76% | 740-769 |
| C- | = 70-73% | 700-739 |
| NC | = Below 70% | 0-699 |



| Student Evaluation | Percent | Points |
|---------------------------------|-------------|--------------|
| Portfolio/Group Activities..... | 55% | 550 |
| Midterm Exam..... | 10% | 100 |
| Student Presentations..... | 10% | 100 |
| Term Paper..... | 15% | 150 |
| Final Exam..... | 10% | 100 |
| Total..... | 100% | 1,000 |

| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Midterm 7 | Session 8 | Session 9 | Session 10 | Session 11 | Session 12 | Presenta-tion 13 | Term Paper 13 | Final Exam 14 | Points | Grade |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------------|---------------|---------------|--------|-------|
| 50 | 50 | 50 | 50 | 50 | 50 | 100 | 50 | 50 | 50 | 50 | 50 | 100 | 150 | 100 | 1,000 | ABC |
| | | | | | | | | | | | | | | | | |

| Course Grading Rubric | | |
|--|--|---|
| Grade | Requirements | ✓ |
| A | Exams, portfolio, presentation, and the 10- to 15-page paper with zero errors. | |
| A- | Exams, portfolio, presentation, and the 10- to 12-page paper with 1 or 2 errors. | |
| B+ | Exams, portfolio, presentation, and the 10- to 11-page paper with 3 or 4 errors. | |
| B | Exams, portfolio, presentation, and the 8- to 9-page paper with 5 or 6 errors. | |
| B- | Exams, portfolio, presentation, and the 6- to 7-page paper with 7 or 8 errors. | |
| C+ | Exams, portfolio, presentation, and essay are completed with few errors. | |
| C | Exams, portfolio, presentation, and essay are completed but need corrections. | |
| C- | Exams, portfolio, presentation, and essay need individual tutoring or peer coaching. | |
| NC | Students earn less than 700 points or miss more than 3 sessions. | |
| <p>It is possible to earn a “C” by writing an essay rather than a term paper, but it is necessary to write a term paper to earn an “A” or “B”. Writing clarifies one’s thoughts and is a key skill for an effective leader. Initially students may have difficulties in developing writing skills, but they will improve and gain confidence with each course they complete. It is important that professors help students improve their writing skills to maximize their thinking and leadership skills. Students should use the term paper rubric, sample term paper, and type-over template to write their term papers. Since students have different abilities, goals, responsibilities, and schedules, students can choose the grade for which they are aiming.</p> | | |
| <p>Writing is one of the most important skills that a leader can develop. As part of the academic agreement with Southern California Seminary, to earn an "A" students are required to email or mail a copy of their academic work to the EBI Registrar. The goal is to catch students doing something right and affirming them. The objective is to recognize and analyze the best term papers and to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.</p> | | |
| <p>The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide preaching and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.</p> | | |
| <p>EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools.</p> | | |
| <p>As students take each course their brains will develop a multitude of new neural connections increasing their ability to read with comprehension, make practical applications from what they are learning, and improve their communication, leadership, and writing skills.</p> | | |